Data Collection Process and Objectives

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Data Collection Process and Objectives

- Cayen AfterSchool21 Database
- Designated Data Entry Person
  - 10 hours per week, set-up
  - 3-5 hours per week, weekly attendance
- Data Requirements
  - Daily Attendance
  - Student Demographics (*SASID's)
  - Teacher Surveys (EOY)

For more information, contact:

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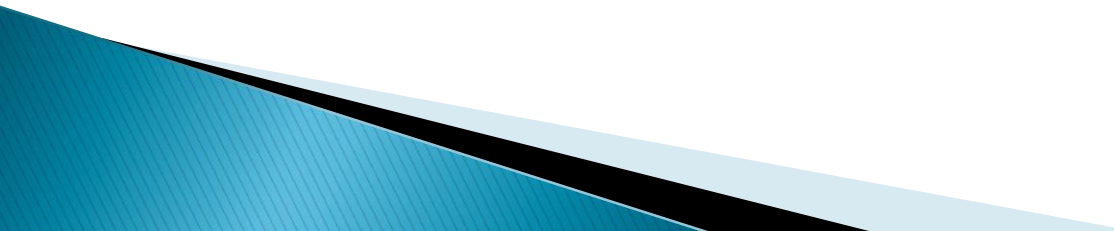Connecticut After School Network

(203) 483-9757
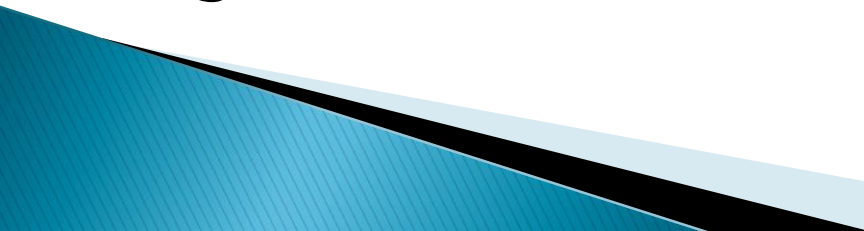mberrios@ctafterschoolnetwork.org

NIOST's Assessment of Afterschool Program Practices Tools (APT)

Ken Anthony
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What is the APT?

- Two tools which examine program practices to improve quality and reach outcomes
- APT–Q (Questionnaire): reflects on aspects of quality that are not easily observed: "behind the scenes" programming –planning practices, frequency of offerings, connections with parents/schools
- APT–O (Observation): obtains a snap shot of what afterschool programs look like "in action"

What are the Benefits?

- Research-based, scientifically field-tested instruments designed specifically for afterschool programs
- Helps define and communicate desirable practices to staff
- Reflect on how program may be contributing to youth outcomes
- Stimulates discussion regarding strengths and areas needing improvement
- Guides the creation of program improvement goals

The Quality Improvement Process

A coaching relationship to develop high quality programming and practices for state-funded After School Grant sites in Connecticut
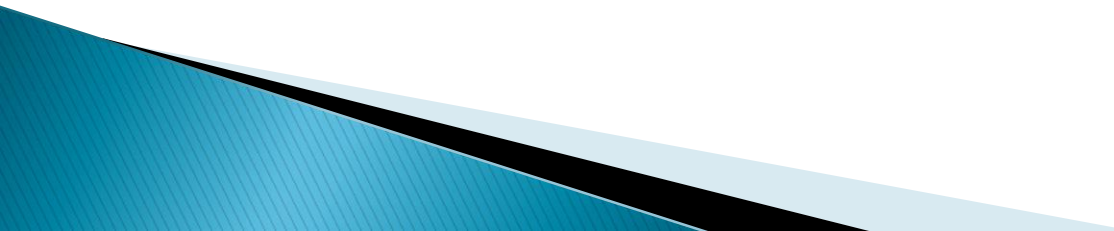
Stage 1 – Get Acquainted

▸During this stage, you can expect to:

› Meet your Quality Advisor (QA) and show your program (typical day)

› Talk about your overall goals for going through the process

› Learn about the Quality Advising process

› Review NIOST (National Institute on Out-of-School Time) APT-O and APT-Q (Assessment of Afterschool Program Practices Observation Tool and Questionnaire)
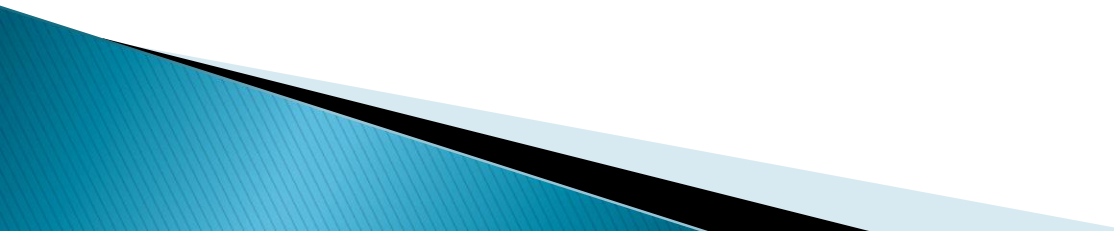
› Answer any questions

Stage 2 – Conduct Assessment

‣*Prior to this stage, programs should complete the APT-Q*

‣During this stage, you can expect to:

  ‣Self-assess your program with your QA using the APT-O

  ‣Meet, review, and discuss assessment results

  ‣Determine areas of focus moving forward

  ‣Submit APT-Q to your QA on the day of the visit

Stage 3 – Identify Strengths and Goals

‣During this stage, you can expect to:

   ‣Brainstorm ideas for goals with your QA

   ‣Discuss priorities for top three goals

   ‣QA creates a summary report based on site visit discussions and observations

   ‣QA shares the report with the program

Stage 4 – Create and Implement Plan

▶During this stage, you can expect to:

▶Create a Quality Improvement Plan (QIP) with your team

based on feedback

from your QA

▶Identify strategies to meet goals

▶Determine additional needed resources and receive

feedback from your QA
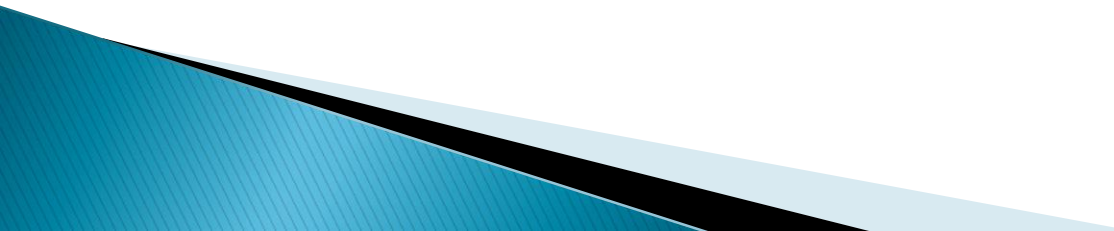
▶Complete steps on your QIP

Stage 5 – Review Progress

▸During this stage, you can expect to:

▸Go over progress on your QIP goals with your Quality Improvement Team

▸Celebrate successful progress in quality improvement

▸Discuss adjustments to your goals with your QA, if needed

▸Identify next steps and planning professional development needs

Effective Planning for Quality Programming

Ken Anthony
Director of Professional Development
Connecticut After School Network

High Quality Program Design

- Starting Points
  - What does the community need?
  - What do the students need?
  - What are the outcomes you hope to achieve?
  - How will the program be delivered?
  - Who will the program staff be?
  - How does the program link to the school day?

Program Content

- High quality programs contain the following:
  - Rich content that is engaging
  - Clear linkages to the school (relationships/partnerships)
  - Curriculum that is linked to the CT Frameworks
  - Intentionality in the design and delivery
- High quality programs consider:
  - How the transitions will be handled
  - A balance of academic, enrichment, and recreational activities
  - Effective homework help and tutoring
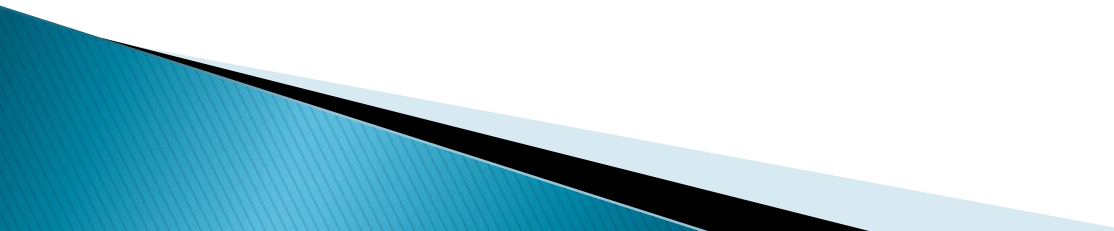
Stealth Learning

▸ After School programs have the unique opportunity to strengthen the learning of the school day through "stealth" learning

- ◦ Core academic competencies are reinforced through hands on, experiential learning
- ◦ These could be theme based with clear linkages to the school day
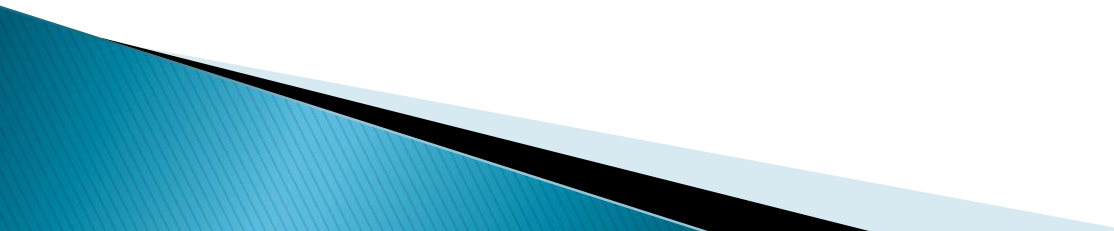- ◦ Consider how an "after school style" of learning differs from the school day

Engaged Learning

Infusing Academics into Content

- Connections to content strands from the state frameworks/pacing guides
- Infused learning through complimentary lesson planning
- Boosts academic content of the school day by engaging the students as active participants in the learning

After School Scheduling

▸ How many hours per day/week does the program meet?

▸ Is there a mix of academic and recreational activities in the schedule?

▸ Are there planned transition times
  ◦ snack
  ◦ homework,
  ◦ enrichment

▸ How is the sign out procedure handled for safety?

Scheduling Example 1

	Monday	Tuesday	Wednesday	Thursday	Friday
3-3:30 pm	**Snack**				
3:30-5 pm	**Recreation Time & Academic Enrichment**				
5-6 pm	**Homework Tutorial**				

Scheduling Example 2

	Monday	Tuesday	Wednesday	Thursday	Friday
3:30 – 4 *Space*: Cafeteria	Snack (60 students) Staff: 3 teachers; 4 HS TA*	Snack (60)	Snack (60)	Snack (60)	Snack (60)
4 – 4:30 *Space*: Cafeteria + 1 or 2 classrooms	K-5 H/W help (60) Staff: 3 teachers; 4 HS TA	K-5 H/W help (60)	K-5 Field Trips, Games or Arts & Crafts,	K-5 H/W help (60)	K-5 H/W help (60)
4:30 – 5:30 *Space*: 1 classroom	K-2 Enrichment (20) Staff:1 teacher; 2 HS TA	K-2 Enrichment (20)	Free yard play (60) Staff: 3 teachers; 4 HS TA	K-2 Enrichment (20)	K-2 Enrichment (20)
4:30 – 5:30 *Space*: 1 classroom	3-5 Art (20) Staff: 1 teacher; 1 HS TA	3-5 Dance (20)		3-5 Art (20	3-5 Dance (20)
4:30 – 5:30 *Space*:	3-5 Sports (20) Staff: 1 teacher; 1 HS TA	3-5 Sports (20)	Student Council (10)	3-5 Sports (20)	3-5 Sports (20)
5:30 – 6 *Space*: Cafeteria	Wrap up Staff: 1 teacher	Wrap up	Wrap up	Wrap up	Wrap up

Scheduling Example 3

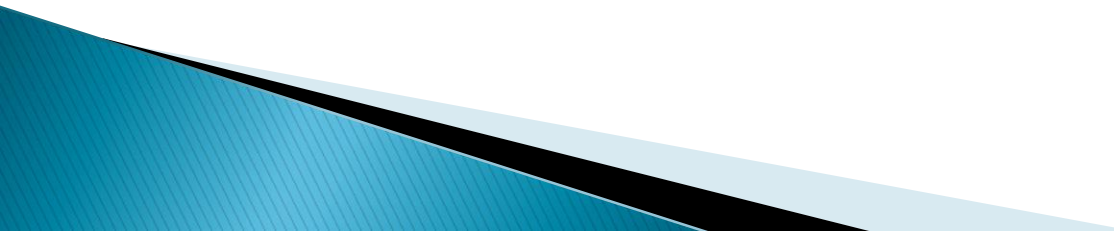| Time	Monday	Tuesday	Wednesday	Thursday	Friday
1:40-2:00			Snack *After School Teachers*		
2:00-3:00			Yard/Board Games *After School Teachers*		
2:40-3:00	Snack *After School Teachers*	Snack *After School Teachers*		Snack *After School Teachers*	Snack *After School Teachers*
3:00-4:00	Homework & Literacy activity *After School Teachers*	Homework & Literacy activity *After School Teachers*	Homework & Literacy activity *After School Teachers*	Homework & Literacy activity *After School Teachers*	Science Friday *UC Berkeley*
3:00-4:00	Tutoring group *UC Berkeley BUILDS*	Tutoring group *UC Berkeley BUILDS*	Tutoring group *UC Berkeley BUILDS*	Tutoring group *UC Berkeley BUILDS*	Games and art *UC Berkeley BUILDS*
4:00-5:00	Computer 4 – 5th grades *Joel Miranda*	Martial Arts 4-5th grades *Destiny Arts*	Art 1st-3rd Grade *Sally Brown*	Dance 4-5th grades *Destiny Arts*	Art 1-3rd switch *Sally Brown*
4:00-5:00	Sport *and Rec*	Sports *and Rec*	Sports *and Rec*	Sports *and Rec*	Sports *and Rec*
5:00-5:45	Closing activity	Closing activity	Closing activity	Closing activity	Closing activity
5:45-6:00	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal

Scheduling Example 4

	Monday	Tuesday	Wednesday	Thursday	Friday
3:30 – 4 *Space*: Cafeteria	Snack (60 students) Staff: 3 teachers; 4 HS TA*	Snack (60)	Snack (60)	Snack (60)	No Program
4 – 4:30 *Space*: Cafeteria + 1 or 2 classrooms	Grade 6 – 7 Homework Help	Grade 6 – 7 Homework Help	Grade 6 – 7 Homework Help	Grade 6 – 7 Homework Help	
4:30 – 5:30 *Space*: 1 classroom	Grade 6 Paint like Monet	Grade 6 Hip Hop Aerobics	Grade 6 – 7 Painting Seminar	Grade 6 Hip Hop Aerobics	
4:30 – 5:30 *Space*: 1 classroom	Grade 7 Paint like Picasso	Grade 7 Robotics		Grade 7 Robotics	
4:30 – 5:30 *Space*:	Grade 8 Service Learning I	Grade 8 Service Learning II	Grade 8 Service Learning I	Grade 8 Service Learning II	
5:30 – 6 *Space*: Cafeteria	Wrap up Staff: 1 teacher	Wrap up	Wrap up	Wrap up	

Staffing After School

- Best practices nationwide for staffing are 1:10
- Established role of a site-coordinator
  - Linkages to the school
  - Hiring/firing of staff
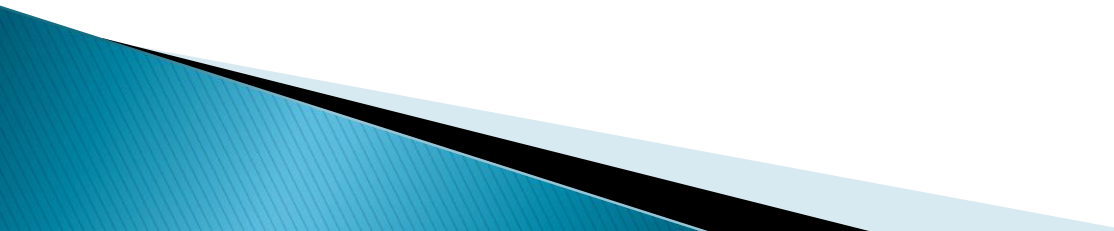 - Connections with parents
- Staff Credentials

Staffing Considerations

- Does your program have consistent staff?

- Does your program rely on consultants and contractors to deliver the core content of the program? What are their qualifications?

- Does your staff have opportunities to showcase their talents and passions to the children?
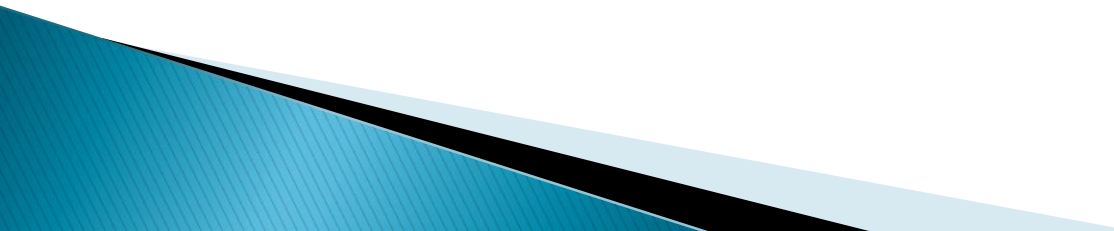
Professional Development

- Are you and your staff current in the field?
  - Professional Development and peer networking helps build leadership capacity and maintain overall program quality
  - Orientation is not enough, linking to school district professional development offerings, getting training in specialized areas that you would like to develop in your program, and attending webinars are some ways to boost the skill set of your staff

The keys to a high quality program

- Choose the right activities

- Choose the right mix of staff

- Create clear linkages to the school day to reinforce the learning

Important Points to Consider

- Program Design
  - Do you get input from the children?
  - Is your schedule balanced (multiple options/activities)?
  - Are there opportunities for growth and exploration (for both staff and children)?
  - How are you involving families?
  - What are you doing for Professional Development?

What does the CT After School Network offer?

- Annual Conferences
- Professional Development
- Resource Library
- Monthly Webinars
- Training and Consultation Service
- Website www.ctafterschoolnetwork.org

For more information, contact:

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Director of Professional Development
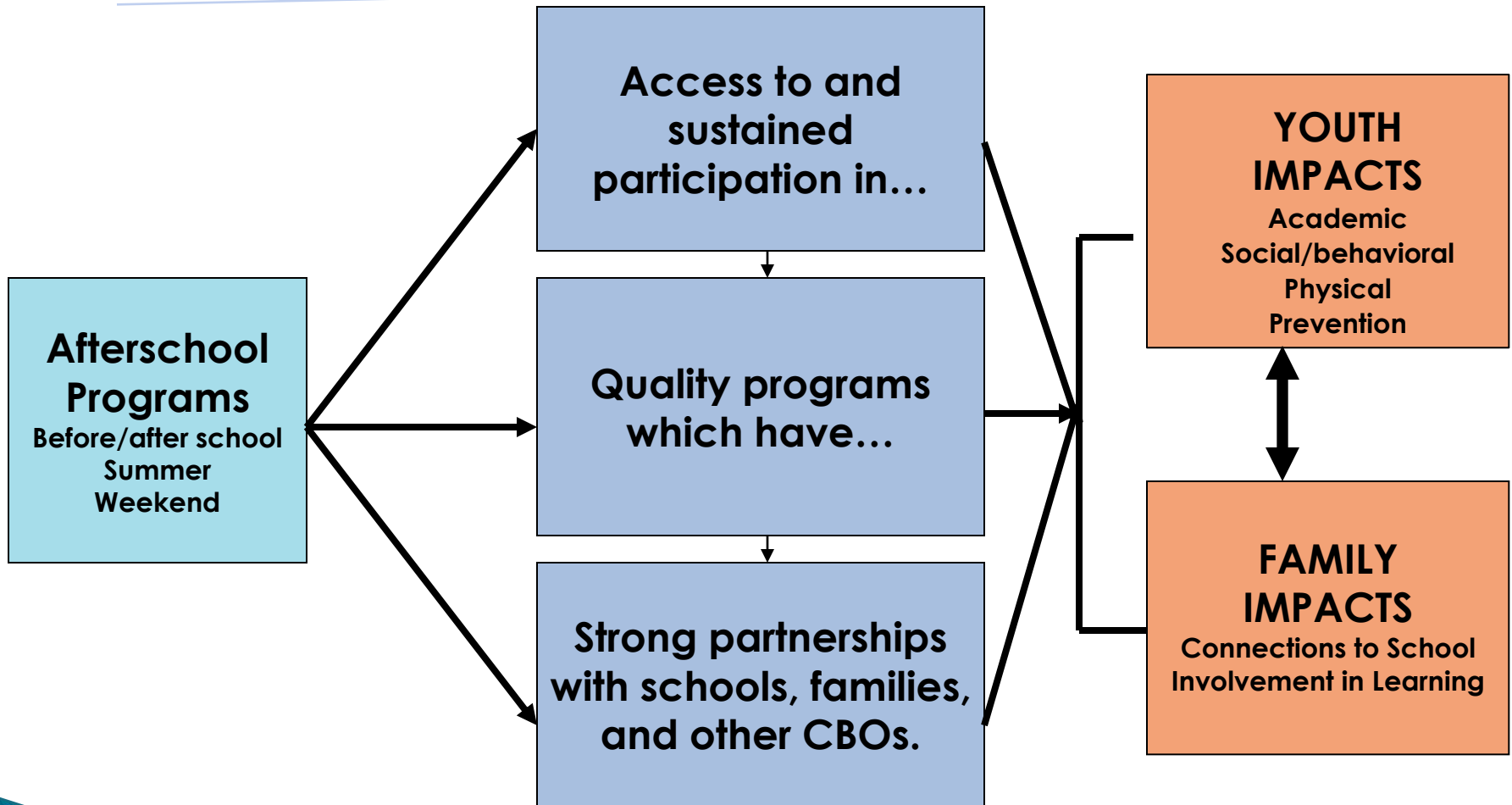Connecticut After School Network

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Partnerships and Parent Involvement After School

Michelle Doucette Cunningham
Executive Director
Connecticut After School Network

Conditions for Program Success

Afterschool Programs
Before/after school
Summer
Weekend

Access to and sustained participation in…

Quality programs which have…

Strong partnerships with schools, families, and other CBOs.

YOUTH IMPACTS
Academic
Social/behavioral
Physical
Prevention

FAMILY IMPACTS
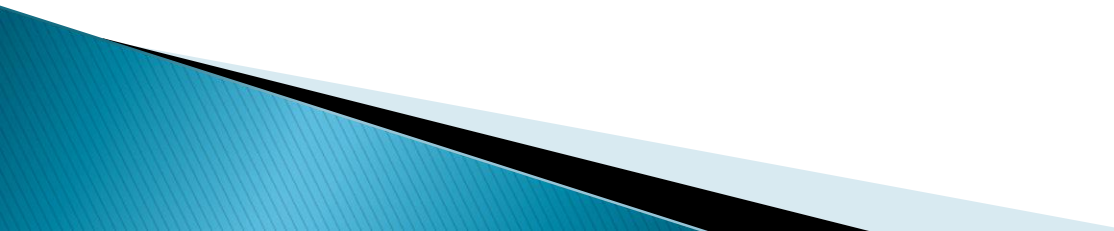Connections to School
Involvement in Learning

Grant Requirement

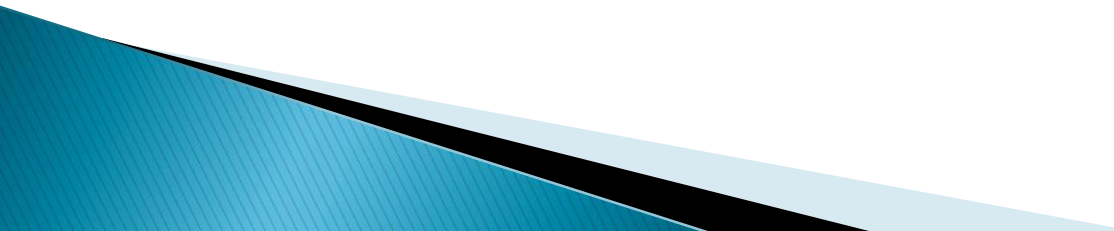- All grantees must commit a <u>minimum</u> of five percent of their grant budget to support parent involvement activities including staff training to support parent involvement activities

- Offers parents a broad range of activities to promote parent involvement. (10 pts.)

- 5% x $200,000 = $10,000

Level III

Program Management
Program Governance,
Leadership and advocacy
Improve Program Effectiveness

Level II

Active Participation
Volunteering in Programs
Community Linked Services
Improves Program Climate

Level I

Broad Participation and General Support
Community-Linked Services
Learning Activities at home
Two-way Home-to-Program Communication
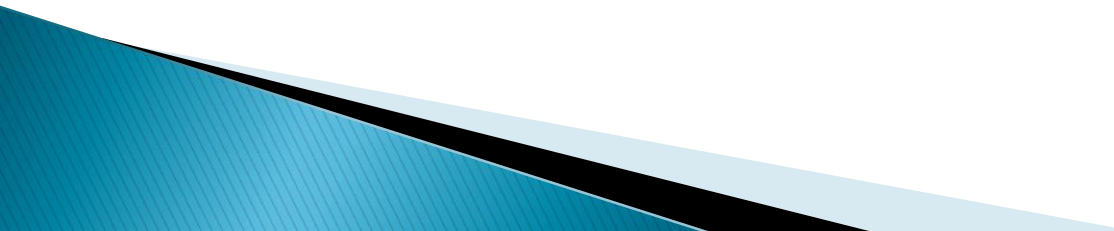Parenting Skills to meet basic family obligations
Improves Student Achievement

Appropriate uses of funds

- Materials and training to help parents work with their children
- Training for staff on how to reach out to, communicate with and work with parents
- Transportation and child care costs to enable parents to participate in meetings and training sessions.

Appropriate uses of funds

- Training parents to enhance the involvement of other parents.
- Establishing a parent advisory council.
- Developing appropriate roles for community-based organizations and businesses in parent involvement activities.
- Providing such other reasonable support for parental involvement activities as parents may request.
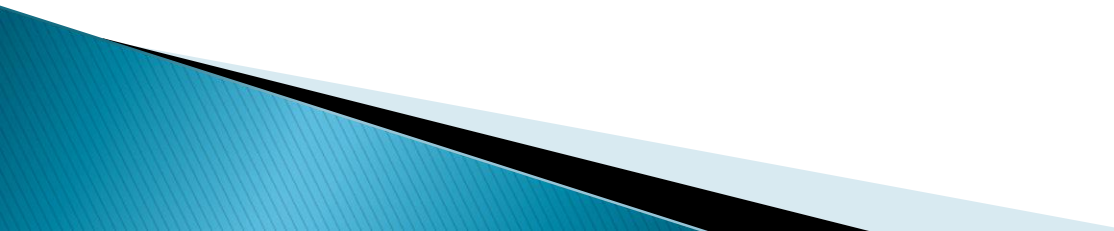
Involve Their Children

- ❖ Ask students to write invitations to their parents –Or have a fold-over invitation printed and have each student add an illustration to the cover.

- ❖ Allow children to attend – Set up an activity for the children while the parents are engaged in the meeting. Recruit a parent-teacher team to plan it and provide adult supervision during the event.

School/Community Partnerships

- <u>Section B. Program Design:</u> Provides a description of the partnership and working relationship between a local educational agency or school and community-based organization(s) or another public or private organization. (5 pts.)

- <u>Section D. Management Plan:</u> Provides a description of the coordination of proposed project, between parents, teachers, the community and students. Includes planning and preparation time for after-school teachers to align the program activities with the daily classroom expectations. (10 pts.)

Meaningful Partnerships

- Strength-based: Allow partners to do what they do best
- Complementary: Provide services that are not provided by the main partner
- Integrated: Regular meetings and structure that promotes coordination
- Cost-effective: Provides good values for the services provided
- Capacity-building: Strengthens both partners

For more information, contact:

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